

Activity Summary

(Dollar amounts in thousands)

Activity: Other Recurring Programs

Subactivity		2001 Enacted To Date	Uncontroll- able and One-Time Changes	Program Changes	2002 Budget Request	Change From 2001
Education	\$(000)	526,536	6,468	10,129	543,133	16,597
	<i>FTE</i>	2,854	0	0	2,854	0
Resources Management	\$(000)	40,320	-578	-3,447	36,295	-4,025
	<i>FTE</i>	7	0	-1	6	-1
Total Requirements	\$(000)	566,856	5,890	6,682	579,428	12,572
	<i>FTE</i>	2,861	0	-1	2,860	-1

Justification of Program and Performance

Activity: Other Recurring Programs
Subactivity: Education

Program Element		2001 Enacted To Date	Uncontroll- able and One-Time Changes	Program Changes	2002 Budget Request	Change From 2001
School Operations	\$(000)	488,418	6,468	9,129	504,015	15,597
	<i>FTE</i>	2,854	0	0	2,854	0
Tribally Controlled Community Colleges	\$(000)	38,118	0	1,000	39,118	1,000
Total Requirements	\$(000)	526,536	6,468	10,129	543,133	16,597
	<i>FTE</i>	2,854	0	0	2,854	0

Overview: The Bureau's school system is a nationwide school system consisting of 185 schools operating in 23 different states. It is one of two Federally-operated schools, and the only system operated by the Government that provides basic education programs to the American Indian population. The other school system is operated by the Department of Defense.

The Bureau's mission goal for education is to provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being and in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities. Funds provided for the Education programs will enable Bureau-funded schools to pursue the Bureau's long-term goal that by the end of School Year 2004-2005, the Bureau will improve the success rate of students completing each educational level from early childhood to job placement.

The Bureau's long-term goals for education are directed towards elementary and post-secondary education levels as well as higher education and the Bureau's efforts to improve proficiency, attendance, graduation levels, and technology. The Bureau intends to meet the many challenges in Indian education through improved services and curriculum, community and parental involvement, and by providing access to technology and improved infrastructure. The result will be more Indian graduates with the skills needed to succeed in the future. The Bureau's annual goals for FY 2001 directly correspond with meeting these goals. The Bureau's goals for FY 2001 are to make improvements in the following:

- \$ the percentage of students proficient in Math from 50 percent in FY 2000 to 54 percent;
- \$ the percentage of students proficient in Language Arts from 48 percent in FY 2000 to 52 percent;
- \$ the attendance rate at Bureau/Tribal schools from 90 percent in FY 2000 to 91 percent;
- \$ the percentage of teachers proficient in new assessments from 68 percent in FY 2000 to 73 percent;

\$ and achieve a 100 percent accreditation rate at Bureau and Tribal schools.

All schools have also developed Consolidated School Reform Plans (CSRP) which provide a detailed strategic framework for instituting more challenging curriculum standards and assessment procedures; creating better accountability and management success; and implementing benchmarks, timelines and other monitoring tools. To determine significant improvements under the CSRP, the schools are required to submit an annual report at the end of the school year.

The School Operations Program includes the Indian School Equalization Program (ISEP) formula, ISEP Program Adjustments, Early Childhood Development, Student Transportation, Institutionalized Disabled, Operation of School Facilities, Administrative Cost Grants, Area and Agency Technical Support, and the School Statistics Initiative.

School Operations

Program Subelement		2001 Enacted To Date	Uncontroll- able and One-Time Changes	Program Changes	2002 Budget Request	Change From 2001
ISEP (Formula Funds)	\$(000)	330,070	4,734	9,129	343,933	13,863
	FTE	2,120	0	0	2,120	0
ISEP (Program Adjustments)	\$(000)	666	7	0	673	7
	FTE	4	0	0	4	0
Early Childhood Development	\$(000)	12,107	103	0	12,210	103
	FTE	40	0	0	40	0
Student Transportation	\$(000)	36,217	329	0	36,546	329
	FTE	153	0	0	153	0
Institutionalized Disabled	\$(000)	3,743	70	0	3,813	70
	FTE	4	0	0	4	0
Facilities Operations	\$(000)	54,481	992	0	55,473	992
	FTE	421	0	0	421	0
Administrative Cost Grants	\$(000)	43,065	0	0	43,065	0
Area/Agency Technical Support	\$(000)	7,371	233	0	7,604	233
	FTE	112	0	0	112	0
School Statistics ADP	\$(000)	698	0	0	698	0
Total Requirements	\$(000)	488,418	6,468	9,129	504,015	15,597
	FTE	2,854	0	0	2,854	0

The FY 2001 budget continues the forward funding for the 2001-2002 school year for the following programs: Indian School Equalization Program, Indian School Program Adjustments, Student Transportation, Early Childhood Development, and Administrative Cost Grants. Funds appropriated

for these programs will become available for obligation on July 1, 2001, to support curriculum planning and purchases, and classroom operations beginning in late August and early September.

Management Improvement

The Bureau continues to improve administrative practices so that funding for student education programs is maximized. The Bureau's accomplishments in management improvements are summarized below:

Administrative Assessment and Program Improvement Guide (AAPIG): A guide has been developed to assist Bureau-operated schools in measuring the effectiveness of the delivery of quality education programs and services to the children and communities served by the Bureau's Office of Indian Education Programs (OIEP). A team comprised of staff from the OIEP's Central Office, Education Line Offices and school representatives developed the guide utilizing a combination of their professional experience and technical expertise. The guide will be used to perform reviews of educational leadership, administrative support services and education programs. Using this process, the Bureau will continue its cyclic review of the Education Line Offices and Bureau-operated schools.

The AAPIG provides Bureau-funded schools with technical assistance and guidance to comprehensively improve their education program.

Improving America's Schools Act of 1994 (IASA): Under the provisions of *Public Law 103-382* and *Public Law 103-227*, Goals 2000: Educate America Act, all 185 Bureau schools have implemented school reform plans that provide a detailed strategic framework for instituting more challenging curriculum standards and assessment procedures; creating better accountability and management; and implementing benchmarks, timelines and other monitoring tools. The Bureau plans to issue a report for each of its schools that summarizes school reform activities, data used to measure performance, and indications of improvement. All school evaluation data is aggregated into a national Bureau report to the U.S. Department of Education. Individual schools and the Bureau school system are held accountable for results.

National Partnerships for Reinventing Government Labs: The Bureau has initiated two major National Partnerships for Reinventing Government Labs. The first effort, Access Native America, has cabled 156 schools and connected 185 to the Internet as of December, 2000. The overall result of this effort will ultimately be improved data collection capacity, more efficient tracking of student achievement, and increased student learning. The second effort, the Education Personnel Initiative, has improved the overall quality of services to the schools. The quality of school staff affects the overall student achievement. The improvement efforts at the personnel office have resulted in a streamlined, more efficient hiring process that is able to effectively recruit and hire quality teachers and an improved service delivery system thereby reducing employee dissatisfaction and improving staff retention rates.

Department of Education Programs

In addition to its annual appropriations, the Bureau also administers and provides technical support to several programs funded by the U.S. Department of Education. For SY 2000-2001, the estimated funding is as follows:

Individuals with Disabilities Education Act, Public Law 94-142, as amended by Public Law 105-17, Part B, Section 611(a) (1) (\$42,279,346): Funds are used to supplement services to disabled children between the ages of five and 21 years enrolled in Bureau-funded schools who require special education and related services in accordance with an Individual Education Plan.

Individuals with Disabilities Education Act, Public Law 94-142, as amended by Public Law 105-17, Part B, Section 611(3) (\$10,569,836): Funds are distributed based upon a formula to Tribes with Bureau-funded schools located on their reservations. The funds are used to assist State Education Agencies (SEAs) in the provision of special education and related services to children with disabilities between the ages of three and five years. SEAs are required to provide a free appropriate public education to these children in accordance with an Individual Education Plan. The Bureau is assigned a technical assistance role by this statute.

Individuals with Disabilities Education Act, Public Law 105-17, Part C, Section 684 (\$4,629,630): Funds for the Early Intervention Program are distributed by formula to Tribes with Bureau-funded schools located on their reservations. Tribes receive funds to assist their respective SEA in the coordination and provision of early intervention services to families of Indian infants and toddlers with disabilities in accordance with an Individual Family Service Plan.

Comprehensive School Reform Demonstration Program, Public Law 105-78 (\$2,234,789): This law provides funds to underachieving schools and holds them accountable for improving student learning.

Class Size Reduction Program, Public Law 105-277 (\$3,466,727): This program provides funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades.

Education of Homeless Children and Youth, Public Law 103-382 (\$100,000): This program provides supplemental assistance to four school sites for students who qualify by providing extra counseling, tutoring, and funds for clothing and transportation.

Title I - Helping Disadvantaged Children Meet High Standards, Public Law 103-382 (\$51,343,497): The purpose of this program is to enable schools to provide opportunities for all children served to acquire the knowledge and skills that are contained in the Bureau content standards and to enable them to meet challenging performance standards.

Title II - Eisenhower Math and Science, Public Law 103-382 (\$1,673,250): These funds support professional development activities for teachers. Schools may use funds for meeting technology needs and implementing new techniques of teaching math and science concepts.

Title III – Technology Literacy Challenge Fund, Public Law 103-382 (\$2,125,000): The purpose of the Technology Literacy Challenge Fund is to provide resources to speed the implementation of technology in schools by fully integrating it into the curricula so that all students become technologically literate and able to meet the demands of the 21st Century. These funds are awarded on a competitive basis to schools who demonstrate the greatest need for technology.

Title IV - Drug Free Schools and Communities Act, *Public Law 103-382* (\$4,392,500): The purpose of this program is to support schools in developing programs to prevent violence in and around schools and to strengthen programs that prevent the illegal use of alcohol and drugs.

Title VII - Bilingual Education Program, *Public Law 103-382* (\$830,346): Bureau-funded schools may apply directly to the Department of Education for funds to support instructional curriculum relating to the study of the history, culture, and utilization of the native language.

Goals 2000: Educate America Act, *Public Law 103-227* (\$2,874,657): This act provides funds to promote educational reform in all schools across America, especially in their instructional programs.

Title IX - Indian Education Act, *Public Law 92-318* (\$1,819,497): This law provides funds for the special academic and culturally relevant education needs of Indian children.

Indian School Equalization Program (ISEP)

Program Description (\$330,070,000; FTE 2,120): The Indian School Equalization Program (ISEP) supports the Bureau's long-term goal to improve the succession of students to each educational level from early childhood development to job placement by providing formula-based funding for Bureau-operated, grant and contract elementary and secondary schools. In School Year (SY) 2001-2002, 185 Federally-operated and contracted schools will serve approximately 50,000 Indian students. Funds are distributed using the ISEP formula Weighted Student Units (WSUs) to provide basic educational programs for children in grades K through 12 and provide basic school operation funds to 185 Bureau and Tribal elementary and secondary schools. For SY 2001-2002, a total of 88,623 WSUs is projected, which will provide an average of \$3,673 per WSU for basic educational programs.

Public Law 103-382 authorizes tuition payments for out-of-state students boarding at Richfield Dormitory in Richfield, Utah, to be paid from ISEP. Beginning in SY 1999-2000, those out of state students were funded based on the WSU and not the \$350,000 paid in previous years.

ISEP Formula: Under the ISEP formula, different educational activities and grade levels are assigned weights (using a base amount of 1.00), which reflect the relative costs associated with the various programs. To determine the WSU at each school, the number of students participating in the various educational activities is identified, totaled by activity, and then multiplied by the weight factor for each activity to arrive at the number of weighted student units at each school.

Public Law 100-297 authorizes 1.0 percent for a Director's contingency fund, 0.2 percent for the national school board training program, and \$600,000 for declining enrollment adjustments to be excluded from the WSU allocations. These amounts are deducted from the ISEP appropriation before calculating the WSU per dollar value, the basis for distribution to the schools. Additional support is also provided to schools experiencing a greater than 10 percent decline in enrollment from the prior year to lessen the impact of reduced ISEP allocations.

The \$3,531/WSU distributed in SY 2000-2001 was determined by dividing the \$312,104,000 of ISEP funds remaining after deducting the set asides described above by the total number of all schools' WSUs. The total WSU figure includes all of the WSUs generated directly by instructional

and residential programs, plus the Small School Adjustment, which takes into account the higher per student costs incurred in the operation of very small schools and dormitories with less than 100 students.

SUMMARY OF SCHOOL YEAR 2000-2001 ISEP FUNDING

Schools		Total	WSU ⁵			Totals	
Type	Total ⁶	ADM ⁷	Inst	Res	G&T	WSU	\$
Day Schools	117						145,494,300
Bureau Operated	33	6,978.0	9,596.5	0.0	974.3	10,570.8	
Grant/Contract	84	19,548.0	28,202.2	0.0	2,431.9	30,634.1	
On-Reservation	47						124,775,800
Boarding Schools							
Bureau Operated	27	10,374.0	14,185.4	5,001.7	991.7	20,178.8	
Grant/Contract	20	7,401.0	10,174.9	4,124.4	859.2	15,158.5	
Off-Reservation	7						30,938,000
Boarding Schools							
Bureau Operated	4	1,858.0	2,678.1	3,023.3	408.8	6,110.2	
Grant/Contract	3	767.0	1,440.0	1,069.8	141.9	2,651.7	
Dormitories	14						10,163,900
Bureau Operated	1	139.0	0.0	203.3	0.0	203.3	
Grant/Contract	13	1,628.0	210.6	2,443.6	21.0	2,675.2	
Total	185	48,693.0	66,487.7	15,866.1	5,828.8	88,182.6	311,372,000 ⁸

The following table provides a further breakdown of ADM and WSU by program type:

School Year 2000-2001 ADM & WSU Data

PROGRAM	ADM	WSU
Instructional Programs:		
Basic	46,889.5	54,176.1
Exceptional Child	10,095.0	6,534.3
Bilingual	27,464.0	5,492.8

⁵ Weighted Student Units (WSU) are distinguished by type: Instructional (Inst), Residential (Res), and Gifted and Talented (G&T).

⁶ Total schools reflects 65 Bureau-operated and 120 contract/Grant schools.

⁷ Average Daily Membership (ADM) count is conducted once a year during the last week in September. To be included in the count, a student must be in attendance at least one full day during that week or reside in the dormitory one full day and one night.

⁸ For SY 2000-2001, \$312,104,000 was available for distribution of ISEP funding. Six schools have contested their SY 2000-2001 ISEP count based on 204.40 WSU being disallowed. Distribution of the balance of the ISEP funds is dependent upon the resolution of the contested count.

PROGRAM	ADM	WSU
Gifted & Talented	6,994.0	<u>5,828.8</u>
Total Instructional WSUs		72,032.0
Residential Programs:		
Boarding Schools		
Basic	8,103.0	10,298.7
Intensive Residential Guidance	4,939.0	2,469.5
Exceptional Child	387.0	189.8
Dormitories		
Basic	1,682.0	2,129.1
Intensive Residential Guidance	904.0	452.0
Exceptional Child	28.0	<u>14.0</u>
Total Residential WSUs		15,553.1
Total Formula Program		87,585.1
Small School Adjustment		579.4
School Board Supplement		<u>18.0</u>
Total Weighted Student Units		88,182.5

The following table provides a history of the ISEP formula funding. The data shown for Fiscal Years 2001 and 2002 are estimates based on projected student counts. Final amounts may differ pending the determination of the actual student count.

Fiscal Year	School Year	Number of Schools	ADM	WSU	\$ per WSU
1996	1996-97	187	49,213	89,079	2,904
1997	1997-98	185	50,373	91,729	3,067
1998	1998-99	185	50,125	90,422	3,199
1999	1999-2000	185	49,076	88,302	3,422 ⁹
2000	2000-2001	185	48,693	88,182	3,531
2001 (Est)	2001-2002	185	48,936	88,623	3,673
2002 (Est)	2002-2003	185	49,181	89,066	3,808

ISEP Program Adjustments

Program Description (\$666,000; FTE 4): This program provides funds for special projects, new activities, and other costs not included in the ISEP formula, such as: security guard services, training for dormitory staff to upgrade their education and skills, and replacement of outdated books. In FY 2001, funds will provide security guard services at Riverside Indian School in Anadarko, Oklahoma, and Chemawa Indian School in Salem, Oregon.

⁹ The WSU amount has been revised from \$3,390 to \$3,422 per WSU to reflect the resolution of appeals.

Early Childhood Development

Program Description (\$12,107,000; FTE 40): The Early Childhood Development Program includes funds for the Family and Child Education (FACE) program and the Therapeutic Residential Model (TRM) program.

The FACE program provides an education program for children and their parents from birth through grade 3 in two settings: home and school. The components include: early childhood education, parenting skills, parent and child interaction time, and adult education and training. Each of these components address family literacy needs, improve readiness for school, increase high school completion, encourage life-long learning, support the survival of American Indian languages and cultures, and assist parents in being their child's first and best teacher.

The FACE program was started in 1990 by the Bureau based on research that demonstrated for each dollar spent on early childhood and family literacy programs, six dollars were saved on remediation, welfare, and teen pregnancy. The program is a two-generation education program that provides services to ensure children get the best possible start in life, while parents are provided training to help enhance their parenting skills and meet academic needs. The FACE program also prepares parents for gainful employment opportunities and thus an opportunity to move from welfare to work. In FY 2000, the Bureau funded 22 sites to address the literacy needs of the family and support parental participation in the education of their children from birth through age 8. In FY 2001, the Congress provided a \$3.6 million increase to establish early education FACE programs at additional sites. The increase will provide for an additional 10 sites at an average cost of approximately \$310,000 for a total of 32 sites at the following locations:

FACE Program Sites

School	State	School	State
Takini School	SD	Chi-Ch'il-Tah/Jones Ranch	NM
Kickapoo Nation School	KS	Na'Neelzhiin Ji'Olta (Torreon)	NM
Fond Du Lac Ojibway School	MN	Wingate Elementary School	NM
Lac Courte Oreilles Ojibwa School	WI	T'iists'oozi' Bi'o'lta (Crownpoint Com.Sch.)	NM
Hannahville Indian School	MI	To'Hajiilee-He (Canoncito)	NM
Blackwater Community School	AZ	Alamo Navajo School	AZ
Pine Hill Schools	NM	Rough Rock Demonstration School	AZ
T'iis Nazbas (Teeenospos) Community School	AZ	Chinle Boarding School	AZ
To'haali' (Toadlena) Community School	NM	Ch'ooshgai (Chuska) Community School	NM
Shiprock Northwest (Alternative) High School	NM	Chief Leschi School System (Puyallup)	WA
Little Singer Community School	AZ	Choctaw Schools - Conehatta	MS
Salt River Day School	AZ	Gila Crossing Day School	AZ
Cottonwood Day School	AZ	Little Wound Day School	SD
Low Mountain Day School	AZ	Paschal Sherman	WA

School	State	School	State
Dunseith Day School	ND	Nenahnezad Community School	NM
Enemy Swim Day School	SD	Coeur d'Alene Tribal School	ID

In FY 2001, the FACE program will serve about 2,300 children and 2,200 adults from a total of 1,900 families in the two settings: home and school. The program will also serve an additional 8,500 children in grades K-3 by supporting teacher training in the High/Scope active learning curriculum which is implemented in the FACE early childhood classroom and included in the school's Consolidated School Reform Plan. As a direct result of the skills learned through the participation in FACE, approximately 200 adults will gain employment and 60 adults will complete their GED or earn their high school diploma. The achievements and successes of the FACE Program over the past few school years is shown below:

FACE Program Data

School Year	Children Served	Adults Served	Families Served	GED Earned	Employment Obtained
1994-1995	1,289	1,215	951	44	116
1995-1996	1,624	1,570	1,225	72	238
1996-1997	1,950	1,830	1,400	80	260
1997-1998	2,000	2,000	1,650	100	300
1998-1999	5,000	1,800	1,700	50	150
1999-2000	5,100	1,620	1,530	45	135
2000-2001 (Est)	5,500	1,550	1,530	45	150
2001-2002 (Est)	10,800	2,200	1,900	65	200

The TRM program provides services necessary to achieve positive changes in attitudes, behavior and academic performance of Indian youth attending boarding schools. In FY 2001, the Congress provided \$2.9 million to institute a pilot program at three Bureau boarding schools. These three sites will be comprised of one on-reservation residential facility, one off-reservation residential facility, and one peripheral dormitory. The Bureau plans to conduct an assessment of the pilot projects during FY 2002.

The Bureau's off-reservation and on-reservation boarding schools enroll a large population of students who are considered high risk. Many of these students have been exposed to abuse and neglect, abused drugs and/or alcohol, and engaged in unsafe behavior. In some schools, 80 percent of the students are on probation from the juvenile court system, 40 percent or more are chemically dependent, and the majority of these students are children of alcoholics.

The sites will provide mental health personnel as well as social workers, health care personnel, and support staff to meet the holistic needs of the high-risk students. The staff will be comprised of nurses, counselors, social workers, clinical psychologists, and trained residential support staff. The staffing will reflect each school's student population. The provision of appropriate staff and clinical personnel will provide the compensatory assistance that could bring achievement levels closer to normal norms and prepare students for post-secondary education or employment.

The TRM program is a nine core program. The correlates are as follows:

\$ Comprehensive Mental Health Substance Abuse Services

Improve the capability of residential schools to develop and maximize the spiritual, physical, and mental health of all students as a pre-requisite for enhancing life-long learning.

\$ Comprehensive Student Screening/Assessment

Provide each residential school student with an appropriate educational, physical, mental health and psycho social screening assessment for staff to develop an individual residential and educational plan for every student.

\$ Intensive Staff Training

Provide intensive, on-going staff training in mental health and therapeutic community principles and practices to all residential, academic, and support staff by trained and accredited professionals.

\$ Small Group Living

Provide an alternative emotional/physically safe, nurturing, home environment with a reduced student-to-staff ratio for the high-risk student.

\$ Home, School, Community, And Tribal Interaction

Integrate home, school, community, and Tribe to foster understanding of the school's mission through open and active communication. This includes active involvement of the community and home in the school and of the school in the home and community.

\$ Safe And Secure Environment

Provide a physically safe and nurturing Therapeutic Community environment, supported with sufficient and appropriate human/facility resources conducive to growth and learning, where every member of the staff is devoted to the total well-being of the students, where there is coordination of all staff and students, and where there is an opportunity to grow and learn together.

\$ Cultural Relevance

Integrate culture into all school areas to encourage and raise students' self-esteem, respect, and success by providing opportunities and experiences that allow students to explore their cultural identities/practices and to become aware of their connection and responsibility to Indian people.

- Year Round Program

The Therapeutic Residential Programs may offer a year round therapeutic program based upon American Indian and Alaska Native spiritual and cultural values.

- Transition Period

There will be a transition period during which the residential schools will receive adequate human and financial resources, training, and physical plant modification, conversions or additions. The necessary components of a Therapeutic School program will be implemented in phases.

The FACE and TRM programs support the Bureau's long-term goals for education by providing students with better home support and/or support from the residential program that would enable them to be more receptive to the teaching/learning process.

Student Transportation

Program Description (\$36,217,000; FTE 153): The Student Transportation Program supports the Bureau's long-term goal to provide for improved technology, infrastructure and safety management measures to maximize learning opportunities and to ensure the general well-being of American Indians and Alaska Native students. In FY 2001, the Bureau will continue to provide safe and reliable transportation services for students in the 185 Bureau-funded schools, including many located on remote reservations. The funds are used for bus fuel to transport students to and from school; maintenance, replacement and upgrade of worn out vehicles in accordance with National and State transportation standards; and for bus driver training, certification and salaries. For students in boarding schools, transportation funding is provided at the beginning and end of the school year and for one round trip home at mid-year. For students in day schools, daily transportation must be provided. For students in boarding or day schools, bus transportation must also be provided for sports and other after-school activities. Because poor road conditions on Indian reservations increase the cost of transportation, miles driven on unimproved roads are given an additional 20 percent weight under the current distribution formula. Factors that impact on the daily transportation cost include:

- \$ Many schools use 4-wheel drive vehicles instead of traditional school buses because most reservation road systems are unpaved and necessitate use of 4-wheel vehicles. It is difficult and very costly to get a school bus with 4-wheel drive; it is easier and safer to accommodate students with the smaller vehicles, particularly special education children; and for longer routes, schools prefer to separate children by age group.
- \$ Due to the isolation of the reservations, even one additional child can expand a bus route by 20 miles.
- \$ Kindergarten students must be transported door to door, not left at a common drop site.

- \$ Schools do not usually share transportation, since they are located in rural areas far from one another.
- \$ The trend of students transferring from residential schools to day schools increases transportation miles.

The following table shows the actual road mileage recorded at day and boarding schools for SY 1996-1997 through 2000-2001. (Table does not include air miles.)

	SY 1996-97	SY 1997-98	SY 1998-99	SY 1999-00	SY 2000-01
Day Student Miles (000)	14,780	15,495	14,436	14,363	14,510
Resident Student Miles (000)	417	344	375	357	363
Total Miles (000)	15,197	15,839	14,811	14,721	14,873
Dollars per Mile	\$1.60	\$1.90	\$2.10	\$2.26	\$2.30

For SY 2000-2001, the Bureau-funded transportation costs at the rate of \$2.30 per mile for day and boarding schools.

Institutional Program for Children with Disabilities

Program Description (\$3,743,000; FTE 4): This program supports the Bureau's long-term education goal to maximize learning opportunities and to ensure the general well being of Indians and Alaska Native students by providing special education and related services to children with disabilities. In FY 2000, the Bureau provided services to approximately 166 Indian children, ages 5-21 who were placed in 47 different institutions. These institutions included private facilities, State-operated institutions, approved private non-profit facilities, and facilities operated by Tribes. The Bureau will provide services in FY 2001 to approximately 166 institutionalized Indian children. Some disabilities require 24-hour institutionalized care. Funding for special education and related services may include, but is not limited to, the following: occupational and physical therapy, counseling services, audiology, rehabilitation counseling services, and psychological services. The Bureau continues to ensure that an appropriate education is provided to eligible Indian children with disabilities within the least restrictive environment and as close to their homes as possible. The Bureau has ongoing partnerships with State institutions and has promoted partnerships with local Tribal organizations to work with institutionalized students.

Facilities Operations

Program Description (\$54,481,000; FTE 421): The Facilities Operations program supports the Bureau's long-term goal to provide for improved technology, infrastructure and safety management measures to maximize learning opportunities and to ensure the general well-being of American Indians and Alaska Native students by providing funds for essential operating expenses for all Bureau-funded schools. In FY 2000, the Bureau provided funds for essential operating expenses for education facilities including 2,390 buildings (excluding quarters), containing approximately 18.0 million square feet. In FY 2001, the Bureau will provide funds for essential services for educational facilities consisting of 2,380 buildings (excluding quarters),

containing approximately 17.8 million square feet. This includes approximately 226,915 square feet of new education facilities that will be added to the Bureau's facilities inventory. The facilities operations cost will be approximately \$3.37 per square foot. The operations of facilities are those functions and purchased services which provide the facilities with utilities and services. Items which are included in the operations of a Bureau-funded school are: program administration, work supervision, expendable equipment, electricity, heating fuels, communications, scheduled grounds maintenance, GSA vehicle rental, refuse collection and disposal, custodial services, pest control, water and sewer service, and fire/intrusion monitoring (either electronically or by fire watch staffing). These services are critical for the operations of facilities.

Administrative Cost Grants

Program Description (\$43,065,000): The Administrative Cost Grants Program supports the Bureau's long-term goal to provide for improved technology, infrastructure and safety management measures to maximize learning opportunities and to ensure the general well-being of American Indians and Alaska Native students by providing funds for essential operating expenses for all Bureau-funded schools. This program provides grants in lieu of Contract Support funds to Tribes or Tribal organizations for school operations. For FY 2001 (SY 2001-2002), the Bureau projects there will be 120 contract/grant schools and 65 Bureau-operated schools. Administrative cost grants enable Tribes and Tribal organizations to operate contract or grant schools without reducing direct program services to Indian students. Tribes are provided funds for related administrative overhead services and operations necessary to meet the requirements of the law, prudent management practices and to carry out other necessary support functions which would otherwise be provided by the Secretary or other Federal officials or employees from direct program funds and/or other resources that support comparable Bureau-operated programs.

In accordance with *Public Law 100-297*, individual grants are determined using an administrative cost percentage rate based upon the following formula:

$$\frac{(\text{Tribe Direct Cost Base} \times \text{Minimum Base Rate}) + (\text{Standard Direct Cost Base} \times \text{Maximum Base Rate})}{\text{Tribe Direct Cost Base} + \text{Standard Direct Cost Base}}$$

Area and Agency Technical Support

Program Description (\$7,371,000; FTE 112): This program supports the goal of providing improved technology, infrastructure and safety management measures to maximize learning opportunities and to ensure the general well-being of American Indians and Alaska Native students by providing funds for essential operating expenses for all Bureau-funded schools. In FY 2000, the Bureau provided technical support and program supervision through 24 education line officers for the 185 Bureau-funded elementary and secondary programs, and the scholarship and adult education programs. The Bureau will continue to provide technical support and program supervision at the same level in FY 2001. The education line officers are responsible for executing the following duties:

- \$ represent the Bureau education programs in their dealings with American Indians, State and local governments, other Federal agencies, and the public;
- \$ direct and assist in the development, application and implementation of overall policies and programs, evaluate performance, and coordinate those features of programs extending beyond the jurisdiction of a single school within the agency or office;
- \$ recommend revisions of national policies, programs, procedures and regulations;
- \$ monitor and evaluate Bureau education programs;
- \$ provide technical assistance and coordination for schools and other offices within their jurisdiction in such areas as curriculum, procurement, contracting, budgeting, personnel and other administrative services;
- \$ direct those agency positions deemed by the Assistant Secretary-Indian Affairs as "directly and substantially" involved in education, including all contract educator positions;
- \$ coordinate, monitor, and as appropriate, certify the validity of management information system data collected by these schools; and,
- \$ enhance technology to improve the data collection.

School Statistics ADP

Program Description (\$698,000): This program supports the Bureau's long-term goal of providing improved technology, infrastructure and safety management measures to maximize learning opportunities and to ensure the general well-being of American Indians and Alaska Native students. The purpose of this program is to implement a school statistics program at all Bureau-funded schools that will provide current, consistent and accurate processing of school-related data at all levels within the Bureau. The Bureau has completed the installation of the necessary cabling at 156 schools and will continue implementation of the school statistics pilot program using commercial off-the-shelf software with wide area network capabilities at all locations in FY 2001.

The school statistics initiative will eliminate the current cumbersome and time consuming process for developing and distributing annual school operations funding by automating the process at the local school level. School statistics will also capture and maintain data on student records, academic curriculum, accreditation, student achievement, transportation services, personnel records, food services, and needs assessments. The system will provide the capability to track student movement between Bureau-funded schools and from/to public and private schools. The system will also provide data on retention rates and dropout rates. The data will be used in the following manner:

- \$ To fulfill the requirements of the Annual Performance Plan as required by the Government Performance and Results Act by providing accurate reports on performance measures such as student attendance, retention, and academic achievement.

- \$ To ensure enrollment projections are sound to improve the management and accountability to the maximum degree possible.
- \$ To distribute School Operations funds earlier in the school year, allowing schools better management of their funds.

Tribally Controlled Community Colleges/Universities

Program Subelement		2001 Enacted To Date	Uncontroll- able and One-Time Changes	Program Changes	2002 Budget Request	Change From 2001
Operating Grants	\$(000)	37,029	0	1,000	38,029	1,000
Technical Assistance	\$(000)	114	0	0	114	0
Endowment Grants	\$(000)	975	0	0	975	0
Total Requirements	\$(000)	38,118	0	1,000	39,118	1,000

This program supports the Bureau's mission goal to provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities. This program also supports the Bureau's long-term goal that by the end of School Year 2004-2005, the Bureau will improve the succession of students to each educational level from early childhood development to job placement. Funds provided in FY 2001 will allow the Bureau to pursue its annual performance goal to confer 1,395 degrees at Tribally Controlled Community Colleges and post-secondary schools.

Tribally Controlled Community Colleges/Universities (TCCCU) are chartered by Tribal governing bodies and governed by local boards of regents. The colleges are primarily located on remote reservations and serve American Indian communities with very limited access to other post-secondary institutions. They address the needs of some of the most economically depressed regions in this country. Predominantly two-year institutions, Tribal Colleges are successfully overcoming longstanding barriers to Indian higher education. They are unparalleled in their ability to provide the knowledge and skills students need to transfer to four-year colleges and universities and to become successfully employed. Tribal Colleges comply with strict adherence to standards of mainstream accreditation associations. Several colleges, including the Turtle Mountain Community College and the Fond du Lac Tribal Community College, have reached the highest standards set by national accrediting agencies which enable them to be placed on a ten-year cycle for accreditation.

Tribal Colleges and universities also serve as community centers, libraries and Tribal archives, career centers, economic development centers, public meeting places, child care centers and caretakers of Tribal languages and cultures. Tribal College faculty and administrators serve as mentors and community role models. These institutions recognize the importance of providing training-partnership opportunities for students in a community setting through business and industry.

Operating Grants

Program Description (\$37,029,000): Title I of the Tribally Controlled Community College Assistance Act (*Public Law 95-471*), as amended, authorizes grants to the TCCCs to defray expenditures for academic, educational, and administrative purposes and for the operation and maintenance of all TCCCs except Dine College, the Title II institution. Grant funds are distributed to eligible Title I colleges based on a per student allocation of the Indian Student Count (ISC). All credit hours (full-time, part-time) are added together and divided by 12 to arrive at the ISC per academic term for each school. In FY 2001, the Bureau will award ISC grants to 25 TCCCs under the authority of the Tribally Controlled Community College Assistance Act.

The following table displays the actual ISC for FY 2001, the estimate for FY 2002, and the FY 2000 graduates for each college.

Status of Tribally Controlled Community Colleges/Universities

		Indian Student Count			Degrees or	Estimated Number of Enrolled	
		FY 01	FY 02	Accredi-	Certificate	Indian	FY 2000
College	State	Actual	Estimate	tation	Offered	Students	Graduates
Bay Mills Community College	MI	170	175	C	1, 3, 6	462	28
Blackfeet Community College	MT	343	346	A	1, 2, 3, 6	960	111
Cheyenne River Community College	SD	236	242	C	1, 2, 6	312	30
College of Menominee	WI	164	168	A	1, 2, 6	592	12
D-Q University	CA	72	74	A	1, 2, 6	58	4
Dull Knife Memorial College	MT	145	149	C	1, 3, 6	613	35
Fond du Lac Tribal & Community College	MN	143	147	A	1, 2, 3, 6	460	8
Fort Belknap Community College	MT	153	157	A	1, 3, 6	675	19
Fort Berthold Community College	ND	266	273	A	1, 3, 6	236	31
Fort Peck Community College	MT	341	351	A	1, 2, 3, 6	767	27
Lac Courte Oreilles Ojibwa Community College	WI	320	329	A	1, 3, 6	809	39
Leech Lake Tribal College	MN	181	187	A	3, 6	648	25
Little Big Horn College	MT	221	227	A	1, 6	690	10
Cankdeska Cikana Community College	ND	139	143	A	1, 2, 3, 6	325	52
Little Priest Tribal College	NE	73	76	A	1, 2, 6	288	1
Northwest Indian College	WA	551	617	A	1, 2, 6	3,159	34
Nebraska Indian Community College	NE	126	128	A	1, 2, 3, 6	199	14
Oglala Lakota Community College	SD	935	963	A	1, 3, 4, 6	2,094	116
Salish Kootenai College	MT	865	890	A	1, 2, 3, 4, 6	3,014	133
Sinte Gleska University	SD	714	725	A	1, 2, 3, 4, 5, 6	1,385	71
Sisseton Wahpeton Community College	SD	134	138	A	1, 3, 6	194	13
Sitting Bull College	ND	185	191	A	1, 2, 3, 4, 6	313	31
Stone Child Community College	MT	239	246	A	1, 2, 3, 6	757	33
Turtle Mountain Community College	ND	614	632	A	1, 2, 3, 6	1,632	80

		Indian Student Count			Degrees or	Estimated Number of Enrolled	
		FY 01	FY 02	Accredi-	Certificate	Indian	FY 2000
College	State	Actual	Estimate	tation	Offered	Students	Graduates
Title I Total		7,330	7,574			20,642	957

The accreditation classifications of the colleges are either: fully accredited by a recognized accrediting association (A); institution transfer (B); or candidate status towards accreditation (C). Certificates awarded include Associate of Arts (1), Associate of Science (2), Associate of Applied Science (3), Bachelor of Science (4), Master of Arts (5) and/or Vocational certificates (6).

Title II of *Public Law 95-471* exempts the Dine College (formerly Navajo Community College) from being included in a formula distribution of funds. Title II has been amended to fund Dine College at an amount equal to that which is necessary for operation and maintenance of the college including, but not limited to, administrative, academic and operation and maintenance costs. The following table displays student count, accreditation, degree and graduate information.

		Indian Student Count			Degrees or	Estimated Number of Enrolled	
		FY 01	FY 02	Accredi-	Certificate	Indian	FY 2000
Dine College	State	Actual	Estimate	tation	Offered	Students	Graduates
Students	AZ	1,513	1,558	A	1, 2, 3, 6	4,910	167

Technical Assistance

Program Description (\$114,000): For FY 2001, technical assistance funds will be provided to assist the Tribal colleges/universities in gaining full accreditation, maintaining quality programs, and identifying new funding sources and programs to enhance the educational opportunities for Indian people. The FY 2001 funding level will allow the Bureau to continue to provide technical assistance at the same level.

Endowment Grants

Program Description (\$975,000): *Public Law 99-428* authorizes a program of endowment grants to the TCCCs. The TCCCs must match the endowment grant with a capital contribution equal to half of the amount of the Federal contribution or by the use of personal or real property received as a donation or gift. Funds are invested under the authority of section 331(c)(2) of the Higher Education Act of 1965, as amended. Any interest earned can be used to defray expenditures associated with the operation of the college. In FY 2001, \$975,000 will be distributed as the colleges receive private sector contributions. Endowment grants may be awarded to Title I colleges in the fiscal year after they have met eligibility requirements.

Justification of Program Changes

Program Subelement		2002 Budget Request	Program Changes (+/-)
ISEP Formula Funds	\$(000)	343,933	+9,129
Tribally Controlled Community Colleges	\$(000)	39,118	+1,000
Total Requirements	\$(000)	383,051	+10,129

Indian School Equalization Program (ISEP) (+\$9,129,000): The additional ISEP funds in FY 2002 will help assure the Bureau attains its long-term goal to improve the succession of students to each educational level from early childhood development to job placement. At the requested funding level, which includes \$4,734,000 to fund the Department of Defense comparability pay increase to teacher salaries and the requested \$9.129 million program increase, the ISEP formula would generate an average of \$3,808 per WSU for School Year 2002-2003, an increase of \$135 above the WSU distributed in SY 2001-2002.

The Bureau-funded schools plan to meet the following long-term goals for education by the end of SY 2005-2006: 1) all children will be able to read independently by the third grade, 2) 70 percent of the students will become proficient or advanced in reading and math, 3) individual student attendance rate will be at 95 percent, 4) students will demonstrate knowledge of their language and culture, and 5) student enrollment, student retention, and placement and graduation rates for post-secondary schools will increase. The FY 2002 request will also enable schools to strengthen curriculum, more adequately meet accreditation requirements, and help reduce other program deficiencies. It will also allow schools to update test and reference books.

Tribally Controlled Community Colleges (+\$1,000,000): The requested increase will allow the Bureau to increase the Indian Student Count (ISC) by approximately \$104 per student and to provide \$75,000 for planning grants as required by *Public Law 95-471*, the Tribally Controlled Community College Assistance Act of 1978.

An increase in the ISC funding level will help Tribal Colleges to strengthen core operations in maintaining accreditation, strengthen governance, and improve administrative and fiscal management capabilities, instructional capability, library services and student support services. The additional funds will also facilitate planning activities for the purpose of developing proposals to establish Tribal Colleges and to determine the need and potential for those colleges.

Justification of Program and Performance

Activity: Other Recurring Programs

Subactivity: Resources Management

Program Element		2001 Enacted To Date	Uncontroll- able and One-Time Changes	Program Changes	2002 Budget Request	Change From 2001
Irrigation O&M	\$(000)	9,969	86	0	10,055	86
	<i>FTE</i>	5	0	0	5	0
Wildlife and Parks	\$(000)	30,351	-664	-3,447	26,240	-4,111
	<i>FTE</i>	2	0	-1	1	-1
Total Requirements	\$(000)	40,320	-578	-3,447	36,295	-4,025
	<i>FTE</i>	7	0	-1	6	-1

Irrigation, Operation and Maintenance

Program Description (\$9,969,000; FTE 5): This program supports the Bureau's long-term goal to support the prudent management of natural resources on Indian lands by providing funding to operate, maintain, and rehabilitate irrigation infrastructures in accordance with accepted industry practices. The Federal Government is required to fund all or a portion of the facilities because of the established legal mandates. In FY 2001, the program funds are provided for operation, maintenance, and rehabilitation of the 16 Indian irrigation facilities. This includes reimbursement to the Bureau of Reclamation for: water storage costs; continued delivery of water by, and to, irrigation systems as required by law, court order, or contractual agreement; and proportionate cost-share payments legally required to make to Indian projects that are a part of or adjacent to non-Indian irrigation facilities. Once all mandated expenses are paid, any remaining available funds are used to support efforts to improve, automate, and reconcile irrigation project accounting records and system maps, and perform urgent repairs and deferred maintenance necessary to ensure the continued operation of irrigation water delivery.

In FY 2000 actual project obligations and FY 2001 and FY 2002 estimates for irrigation operation and maintenance are as follows:

Mandated Funding	FY 2000 Actual	FY 2001 Estimate	FY 2002 Estimate
Court Orders and Legislated Requirements:			
Ft Hall Indian Irrigation Project, Idaho	103	130	130
Ft Hall - Michaud & Minor Units, Idaho	375	400	400
San Carlos Irrigation Project, Arizona	3,000	3,000	3,000
Navajo Irrigation Project, Arizona	5,000	5,000	5,000
Uintah Irrigation Project, Utah	150	150	150
Pyramid Lake, Nevada	7	15	15

Mandated Funding	FY 2000 Actual	FY 2001 Estimate	FY 2002 Estimate
Total Court Orders and Legislated Requirements	8,635	8,695	8,695
Water Storage (Bureau of Reclamation):			
Wapato Indian Irrigation Project, Washington	416	478	500
Fort Belknap Indian Irrigation Project, Montana	61	15	15
Total Water Storage (Bureau of Reclamation)	477	493	515
Contracts (Contractual Carriage and OM&R Agreements):			
Tongue River Water Users Association, Montana	8	25	25
Two Leggins/Bozeman Trail Drainage Assn, Montana	5	15	15
Middle Rio Grande Conservancy District, New Mexico	311	350	350
Newlands/Fallon Irrigation District, Nevada	200	200	200
Coachella Valley Water District, California	60	25	25
Pojaque Valley Water District, New Mexico	27	35	35
Pine River Irrigation District, Colorado	27	25	25
Total Contracts (Contractual Carriage and OM&R)	653	675	675
Central Office Support: <i>Federal Register</i> Notices	128	106	106
Total Obligations	9,893	9,969	9,991

Wildlife and Parks

Program Description (\$30,351,000; FTE 2): The Wildlife and Parks program assists American Indians and Alaska Natives in protecting and preserving their natural resources on Trust lands and shared off-reservation resources. The long-term goals involve supporting the protection and prudent and integrated management of natural resources located on Indian lands and the meaningful exercise of off-reservation treaty hunting, fishing and gathering rights.

The management of multi-jurisdictional fish, wildlife and outdoor recreation resources on Indian reservations and in treaty-ceded areas is a complex process requiring the implementation of comprehensive programs comparable to those conducted by State and Federal fish and wildlife agencies. The shared status of many fish and wildlife resources and the roles and responsibilities of many Tribal governments as resource co-managers require close coordination with State, Federal and other resource management authorities. Effective Tribal participation promotes and facilitates resource conservation and wise use for the benefit of Tribal and non-Tribal communities alike.

The program also supports the development and implementation of fish, wildlife and outdoor recreation management programs on Indian lands, and assists in protecting against the loss, infringement or abrogation of off-reservation treaty hunting, fishing and gathering rights. It focuses on developing Tribal resource management capabilities, promoting inter-Tribal communications and coordination on shared resource-related issues, and facilitating Tribal participation with other management jurisdictions in addressing resource issues of common interest and concern.

The Bureau executes and administers contracts and grants with inter-Tribal fish and wildlife authorities, their member Tribes and other fish and wildlife resource Tribes and organizations. Contracted services include the monitoring and regulation of Indian hunting and fishing activity, investigations aimed at conserving fish and wildlife populations and associated habitats, and diverse resource management functions and operations both on-reservation and in treaty-ceded areas. These programs permit direct Tribal participation and decision-making as managers of shared fish, wildlife and outdoor recreation resources falling under the jurisdiction of Tribal, State, regional, Federal and international management entities. Statements of Work and expected results and accomplishments are negotiated on a contract-by-contract and grant-by-grant basis, with oversight and monitoring of performance conducted by Bureau personnel.

Rights Protection Implementation (\$21,320,000):

Program Subelement Detail		2001 Enacted To Date	Uncontroll- able and One-Time Changes	Program Changes	2002 Budget Request	Change From 2001
Western Washington (Boldt)	\$(000)	5,045	-629	0	4,416	-629
Washington State Timber-Fish-Wildlife	\$(000)	3,041	0	-3,041	0	-3,041
Columbia River Fisheries Management	\$(000)	2,720	73	400	3,193	473
Great Lakes Area Resources Management	\$(000)	4,114	2	0	4,116	2
Chippewa/Ottawa Treaty Fisheries	\$(000)	679	3	0	682	3
US/Canada Pacific Salmon	\$(000)	4,182	54	0	4,236	54
Upper Columbia United Tribes	\$(000)	317	-317	0	0	0
Lake Roosevelt Management	\$(000)	630	-630	0	0	0
Wetlands/Waterfowl Management	\$(000)	593	-593	0	0	0
Total	\$(000)	21,321	-2,037	-2,641	16,643	-3,138

Western Washington Fisheries Management (\$8,086,000): Funding for this program is allocated through negotiated contracts with the Northwest Indian Fisheries Commission (NWIFC) and associated individual Tribes in northwest Washington. Funds are used to implement and coordinate continuing treaty harvest management, population assessment, habitat protection, stock enhancement and data gathering programs involving fish, wildlife and shellfish resources to which Indian treaty rights were reaffirmed in *United States v. Washington* (Boldt Decision). Work is focused on the monitoring and regulation of treaty salmon harvest in the Puget Sound and coastal Washington areas and in co-managing Pacific salmon resources with State and Federal authorities. In FY 2001, \$747,000 was transferred to the self-governance compact of the Tulalip Tribe.

In FY 2001, Timber-Fish-Wildlife (TFW) contracts are implemented with *Boldt Case* Tribes and other fish and wildlife resource Tribes in Washington State. The TFW initiative permits Tribal participation in reviewing forest practices on State and private lands in the interest of fish and wildlife resource conservation and habitat protection. Tribes review and document forest practice applications, investigate proposed timber harvest sites and develop long-range forest plans. For FY 2001, the Congress provided \$3,041,000 for the TFW initiative.

Columbia River Fisheries Management (\$2,720,000; FTE 1): Funds for this program are allocated through negotiated contracts with the Columbia River Inter-Tribal Fish Commission (CRITFC) and its member Tribes in Oregon, Washington and Idaho. Funds are used to implement and coordinate continuing harvest management, stock assessment, habitat protection, resource enhancement and data gathering programs involving fisheries resources in the Columbia River Basin to which Indian treaty rights were reaffirmed in *United States v. Oregon*. Funding is focused on managing and regulating Tribal fisheries within the Columbia River Basin and towards the rebuilding of upriver runs that have been depleted by hydropower development, habitat degradation and over-harvest.

Great Lakes Area Resources Management (\$4,114,000): Funds for this program are allocated through negotiated contracts with the Great Lakes Indian Fish and Wildlife Commission (GLIFWC) and its member Tribes in Wisconsin, Minnesota, and Michigan. Funds are used to implement and coordinate continuing harvest management, population assessment, habitat protection, resource enhancement and data gathering programs involving off-reservation fish, wildlife and gathering resources to which Indian treaty rights were reaffirmed in *Lac Courte Oreilles v. Voigt* and related cases. Extensive efforts are directed toward managing and regulating Tribal hunting, fishing, trapping and related off-reservation activity in the three-State area, including western Lake Superior.

Contracts are also executed with the 1854 Treaty Authority and its member Tribes in Minnesota to carry out fish and wildlife resource management activities required by rulings and associated Tribal-State agreements in *Grand Portage v. Minnesota*. Funding is directed to develop conservation codes governing off-reservation treaty hunting, fishing and gathering activity, and for associated biological services, conservation enforcement and judicial services programs.

Chippewa/Ottawa Treaty Fisheries (\$679,000): Funds for this program are allocated through negotiated contracts with the Chippewa/Ottawa Resources Authority (CORA) and its five member Tribes in Michigan for continuing operations related to the implementation of a 20-year agreement negotiated and signed by the Tribes, the State of Michigan and other parties in *United States v. Michigan* in August, 2000. This agreement provides for fisheries zonation and harvest sharing plans for Lakes Superior, Michigan and Huron, a Great Lakes fisheries enhancement program, cooperative management, dispute resolution measures, expanded conservation enforcement and other programs. Appropriated funds support the development of uniform joint Tribal fishing regulations to coordinate enforcement and fisheries enhancement activities, provide for Tribal participation in environmental services programs and facilitate inter-Tribal coordination with other resource management jurisdictions. In FY 2001, \$3,000 was transferred to the self-governance compacts of the Sault Ste. Marie and Grand Traverse Tribes to CORA. The Bureau also has funding (\$2 million) for the Michigan agreement under the Indian Land and Water Claim Settlements and Miscellaneous Payments to Indian appropriation.

US/Canada Pacific Salmon Treaty (\$4,182,000): In conjunction with the Pacific Salmon Commission (PSC) and panels created by the Pacific Salmon Treaty between the United States and Canada, and the associated Pacific Salmon Treaty Act of 1985, contracts are executed with the Northwest Indian Fisheries Commission (NWIFC), the Columbia River Inter-Tribal Fish Commission (CRITFC), and their member Tribes in Washington, Oregon and Idaho. The contracts support the continued implementation and coordination of salmon management and

rebuilding programs in the Pacific Northwest. Funds support Tribal participation in cooperative research and data gathering programs developed by the United States' section of the PSC, thereby assisting in meeting the Federal Government's obligations in implementing the treaty.

Upper Columbia United Tribes (\$317,000): Funding is provided through negotiated contracts with the Upper Columbia United Tribes (UCUT) in eastern Washington and northern Idaho. Funds are used to support continued Tribal participation in a program designed to mitigate fish and wildlife resources lost as a result of dam construction on the upper Columbia River. Through UCUT, the Tribes cooperate with State and Federal authorities in addressing a host of fish and wildlife resource issues of interest and concern, and participate in a variety of resource management and enhancement activities on their reservations.

Lake Roosevelt Management (\$630,000; FTE 1): Funding is provided through negotiated contracts with the Confederated Colville Tribes and the Spokane Tribe. Funds are used to implement a cooperative management agreement between the Tribes and the Department of the Interior for managing outdoor recreation in and around Lake Roosevelt. Funds support Tribal programs focusing on the management, planning and regulation of fishing, boating, camping and related public use activities occurring within the Reservation Zone of the Lake Roosevelt Recreation Area. Funding from this program also supports the Lake Roosevelt Water Quality Management Council.

Wetlands/Waterfowl Management (\$593,000): Contracts are executed in support of Tribal wetland rehabilitation, waterfowl enhancement and wild rice production projects on Indian lands in the States of Minnesota, Wisconsin and Michigan. Improved Tribal wetland habitats support tens of thousands of additional ducks and geese in spring and fall migrations, provide expanded hunting opportunities for Tribal members and the general public, and offer enhanced wild rice gathering opportunities and economic development possibilities for Tribes. Funds are distributed based on an annual evaluation of project proposals received from Tribes utilizing consensus-building procedures and ranking criteria developed by the Bureau in the areas of wetlands protection and waterfowl enhancement. It is estimated that 6,500 acres of wetlands will be enhanced in FY 2001.

Fish Hatchery Operations

Program Description (\$1,327,000): The Fish Hatchery Operations program provides funds to fish-producing Tribes in support of associated hatching, rearing and stocking programs. Salmon and steelhead trout releases from Tribal hatcheries in the Pacific Northwest benefit Indian and non-Indian commercial and sport fisheries in the United States and Canada and play a major role in helping to satisfy Indian subsistence and ceremonial needs. Throughout the rest of the country, recreational opportunities created by the stocking of catchable trout, walleye and other species attract numerous sport fishermen to Indian reservations and assist in developing reservation economies. In FY 2001, the actual distribution of \$310,316 was transferred to the Tulalip Tribe's self-governance compact. The remaining funds were distributed as follows:

Tribe	(000s)	Tribe	(000s)
Bad River	54	Quileute	164
Lac du Flambeau	302	Skagit Coop	32
Lac Courte Oreilles	84	Stillaguamish	116
Red Cliff	112	Nooksack	33
Summit Lake	93	Hoh	27
Total			1,017

Fish Hatchery Maintenance

Program Description (\$403,000): The Fish Hatchery Maintenance activity provides funds to fish-producing Tribes throughout the country to maintain more than 100 Tribal fish hatcheries and rearing facilities. Funds are distributed based on an annual ranking of project proposals received from Tribes. The ranking factors utilize procedures and criteria developed by the Bureau in the areas of health and safety, water quality compliance, economic benefits, rights protection and resource enhancement. It is estimated that 50 fish hatchery maintenance projects will be supported in FY 2001.

Alaska Subsistence

Program Description (\$499,000): This program provides support for Bureau and Tribal participation in a process with other Federal agencies to ensure that the views of affected Alaska Native entities are incorporated into decisions regarding the scope of Federally-managed subsistence fisheries in Alaska. The program was initiated to implement a court-ordered Federal subsistence fishery program relative to the State of Alaska not having been brought into compliance with the Alaska National Interest Lands Conservation Act relative to providing for a subsistence priority in resource utilization. The Federal Government now has management responsibility for subsistence fisheries in all navigable waters on and adjacent to Federal conservation units in Alaska. The Bureau will focus on ensuring that input from Native entities is received and considered by Federal land management agencies in establishing fishing seasons and regulations.

Tribal Management/Development Programs

Program Description (\$6,801,000): Contracts are executed with Tribal fish and wildlife organizations and individual fish and wildlife resource Tribes throughout the country to accomplish various resource management objectives of Tribal governments. Individual Tribes have jurisdiction over hunting and fishing activities on trust lands containing 1.6 million acres of natural lakes and impoundments, more than 15,000 miles of perennial streams, and tens of millions of acres of wildlife habitat. They administer programs that contribute significantly toward meeting the growing national demand for outdoor recreation and tourism and ensure the protection of millions of acres of habitat necessary for the conservation of fish, wildlife and plant resources, including many of which are listed as threatened and endangered.

In FY 2001, \$489,920 was distributed to the Native American Fish and Wildlife Society to promote and facilitate communications among fish and wildlife resource Tribes. The Inter Tribal

Bison Cooperative and its member Tribes received \$1,146,472 to restore bison to Indian homelands. Other joint State-Federal projects support includes \$347,234 for the Chugach Regional Resources Commission, \$68,848 for the Alaska Sea Otter Commission, and \$803,230 for the Bering Sea Fishermen's Association. Pursuant to Congressional report language, a one-time addition of \$175,613 for the Reindeer Herders Association was transferred to the Kawerak Inc., a self-governance compact Tribe.

The remaining funds were distributed to the following Tribes to assist in the development of fish and wildlife resource codes, ordinances and regulations, for managing associated populations and habitats, and for other uses:

Tribe	\$(000)	Tribe	\$(000)	Tribe	\$(000)
Lac du Flambeau	182	Northern Cheyenne	39	Stockbridge-Munsee	28
Bad River	176	Wind River Tribes	101	White Earth	185
Great Lakes Tribes	30	Ute Mountain	65	San Carlos Apache	69
Lac Couite Oreilles	96	Zuni	85	Summit Lake	89
Red Cliff	250	Hualapai	314	Uintah & Ouray	32
Nez Perce	277	Colorado River Tribes	62	Fort Hall	292
Fort Belknap	59	White Mountain Apache	125	Blackfeet	245
Mole Lake	79	Yakima	575	Crow	36
Fort Peck	113	St. Croix	91	Other Tribal Projects	75
Total					3,770

Justification of Program Changes

Program Subelement		2002 Budget Request	Program Changes (+/-)
Wildlife and Parks, Rights Protection Implementation:			
Washington State Timber-Fish-Wildlife Project	\$(000)	0	-3,041
Columbia River Fisheries Management	\$(000)	3,193	+400
Tribal Management/Development Programs	\$(000)	8,144	-806
Total Requirements	\$(000)	11,337	-3,447

Washington State Timber-Fish-Wildlife Project (-\$3,041,000): Funds specifically for the Washington State Timber-Fish-Wildlife Project are proposed to be discontinued in FY 2002 to focus funding on Bureauwide priorities in Indian Country.

Columbia River Fisheries Management (+\$400,000): Cumulative impacts to Pacific salmon in the Columbia River basin have left some stocks extinct, or incapable of replacing themselves on a consistent basis. The role of salmon in the diet of Tribal people is significant and its role in ceremonial life remains preeminent. The rapidly changing energy environment of the Northwest necessitates conservation and protection of salmon by a combination of modern fisheries science and local traditional knowledge of salmon and rivers. The requested increase of \$400,000 will be used to improve the technical support and coordination of the four Columbia River treaty fishing Tribes and to support Tribal participation in the implementation of a basinwide salmon

recovery strategy developed last year by Federal agencies in response to the listings under the Endangered Species Act. Tasks will focus on implementing the reform of hatchery production programs, including the monitoring and evaluation of the results of management actions taken to reform production. To meet Regional obligations and high standards, the Tribes will focus on developing the capacity to analyze a broad base of genetic data essential for the conservation and restoration of salmon populations, without impacting remaining wild stocks.

Tribal Management/Development Programs (-\$806,000): Funds for Lake Roosevelt Management (\$630,000) are proposed to be discontinued in FY 2002 to focus funding on Bureauwide priorities in Indian Country. A total of \$176,000, the one-time addition in FY 2001 for the Reindeer Herders Association, is proposed for elimination to also focus funding on Bureauwide priorities in Indian Country.